

Grade 8 Integrated Language Arts Unit	
Lesson 2: Everybody Has a Story	
<p>Connections to Financial Literacy</p> <p>In this lesson, students will gain an emerging understanding of the difference between wants and needs. In developing a better understanding of this relationship, and understanding that inequalities amongst members in their own communities puts some at disadvantages within our communities, the students will “<i>develop the habits of mind and heart that are necessary for good citizenship</i>” (<i>A Sound Investment: Financial Literacy Education in Ontario Schools</i>, p. 5).</p> <p>In addition, this lesson will focus on developing and understanding of:</p> <ul style="list-style-type: none"> • social, ethical and environmental implications of financial decisions; • active citizenship 	<p>Lesson 2 integrates:</p> <ul style="list-style-type: none"> • Language Arts <ul style="list-style-type: none"> ○ Reading ○ Writing • Geography <ul style="list-style-type: none"> ○ Migration
Curriculum Expectations	
Language Arts	
Overall Expectations:	Specific Expectations:
<p>Reading</p> <p>1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning</p>	<p>Demonstrating Understanding</p> <p>1.4 demonstrate understanding of increasingly complex texts by summarizing important ideas and citing a variety of details that support the main idea</p> <p>Making Inferences/Interpreting Texts</p> <p>1.5 develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations</p> <p>Extending Understanding</p> <p>1.6 extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them</p> <p>Point of View</p> <p>1.9 identify the point of view presented in texts, including increasingly complex</p>

	or difficult texts; give evidence of any biases they may contain; and suggest other possible perspectives
Writing 1. generate, gather, and organize ideas and information to write for an intended purpose and audience	Purpose and Audience 1.1 identify the topic, purpose, and audience for more complex writing forms
Geography	
Overall Expectations:	Specific Expectations:
Migration 1. identify factors that affect migration and mobility, describe patterns and trends of migration in Canada, and identify the effects of migration on Canadian society;	-identify the push and pull factors that influence people to move (e.g., <i>push</i> : drought, war, lack of freedom, discrimination and persecution; <i>pull</i> : employment opportunities, security, climate)
Learning Goals	
<p>At the end of this lesson, students will know, understand and/or be able to...</p> <ul style="list-style-type: none"> • demonstrate an understanding of push and pull factors; • compare a variety of text forms; • read and respond to the perspectives of others through discussion and written forms; • extract information from a text and develop their own interpretations; • interact with a text by extracting information, reacting to the text and synthesizing the information in the text with their own ideas; • use a graphic organizer to collect and organize their ideas; • transfer information from the graphic organizer to synthesize and consolidate their understanding. 	

Instructional Components and Context		
Readiness & Instructional Strategies	Terminology	Materials
<p>Readiness</p> <p>For success in this lesson, students should have had exposure to the use of a Q-chart, some understanding of text connections (i.e. text to self, text to text and text to world) and co-operative group work.</p> <p>Instructional Strategy:</p> <p>Think-Pair-Share is a strategy designed to engage all students in thoughtful reflection and participation in classroom discussions. Students are asked a question or topic of discussion to consider. Students are provided individual <i>think time</i>, before sharing their thoughts with a partner. After the partner groups have discussed their responses, the teacher asks volunteers to share their thinking with the larger group.</p>	<ul style="list-style-type: none"> immigration migration push factors pull factors 	<p>Minds On</p> <ul style="list-style-type: none"> Grade 8 Appendix 2-1: Everybody's Got a Story (Lyrics to song by Amanda Marshall) Post-it Notes Computer with Internet access Speakers LCD projector Audio version of song <i>Everybody's Got a Story</i> by Amanda Marshall Weblink: http://www.youtube.com/watch?v=3kZ-qG4r0zl&ob=av2e Grade 8 BLM 2-1: Making Connections Graphic Organizer Grade 8 Appendix 2-2: Q-Chart Chart paper Markers <p>Action</p> <ul style="list-style-type: none"> Immigrant stories (teacher selects and prints from the following weblinks: http://www.albertacanada.com/immigration/choosing/people-stories.aspx http://maytree.com/blog/2012/01/top-10-canadian-immigration-stories-of-2011/ Various craft items for scrapbook pages

Minds On

- ♦ Establishing a positive learning environment
- ♦ Connecting to prior learning and/or experiences
- ♦ Setting the context for learning

Lesson Description**Notes to teacher:****Everybody has a Story****Description:**

- Provide each student with a copy of the lyrics for the song “Everybody Has a Story”, by Amanda Marshall (**Grade 8 Appendix 2-1**) and some Post-it notes.
- The students read the lyrics first without the music.
- The students will read the lyrics a second time, while listening to the music.
- On the third run through of the song, students are asked to make connections to the song. They are to write each connection on a separate post it note and post these on *Making Connections Graphic Organizer* (**Grade 8 BLM 2-1**).
- In a group of 3 to 4, students work together to share their connections, looking for similarities and differences.
- Based on their connections and discussion, as a group they will determine the author’s message. They will write their messages on chart paper.
- Students will share their Author’s Message with the rest of the class (this may be done orally, or students could post their messages on the wall and have each group circulate, reading the messages of other groups).*
- After the groups have viewed the messages of others, each group will develop three questions that they would want to ask about the song lyrics. Students will be encouraged to use the Q-chart to develop their questions about the lyrics.
- These questions are then posed to the whole class for discussion.

Assessment **for** learning

Through the analysis of the song lyrics, the teacher will be able to get a better understanding of how students are able to make inferences, as well as their ability to see a variety of perspectives.



Differentiated Instruction

Students will have an opportunity to build their own understanding by observing the ideas of others. This is a low-risk activity that allows students to become actively involved, when they are ready, or to be an observer.

Posting a visual representation of how connections are made posted will scaffold for those students who may require additional accommodations.

*The teacher may want to post the messages around the song lyrics, on a display board in the classroom.



Differentiated Instruction

A posted Q-chart in the classroom will assist students in their development of questions. Some students might benefit from having their own personal copy of the Q-Chart.

Action

- ♦ Introducing new learning or extending/reinforcing prior learning
- ♦ Providing opportunities for practice and application of learning (guided > independent)

Lesson Description**Notes to teacher:****What's the story?****Description**

- Posted around the room are the stories of various immigrants who have come to Canada from another country. (Several groups could work with the same story)

Weblinks to immigration stories:

<http://www.albertacanada.com/immigration/choosing/people-stories.aspx>

<http://maytree.com/blog/2012/01/top-10-canadian-immigration-stories-of-2011/>

- Students will work in pairs. Each pair will walk around the room viewing and reading the posted stories. They will choose one of the stories with which to work.
- Once the pairs have selected their story they will read it together.
- Students will look for the following in the story:
 - ⇒ The push and/or pull factor(s) that brought the person to Canada from their home country.
 - ⇒ Underlying economic issues.
 - ⇒ Differences in the wants and needs between the home country and Canada.
- Students will answer the following questions about the story:
 - ⇒ Whose voice is missing in the story?
 - ⇒ What connections can you make to the story?
- Students will work individually to create a scrapbook page that reflects the story of the immigrant in their chosen story. Students can choose to create a paper version or digital version (e.g. www.glogster.com).

Assessment as learning

Opportunity to Co-Construct Criteria on "What makes a good scrapbook page to represent the story?"

e.g.

- Page consists of a variety of images, artifacts and words which directly relate to the immigrant's story



Differentiated Instruction

The teacher may want to search for alternative immigrant stories that reflect the interests and reading levels of the students in the classroom.

By offering students choice in their story selection will allow them to select based on interest. Allowing students choice will promote student engagement.

Opportunities for the teacher to collect evidence for conversation through the accountable talk worked into the activity through the use of good questioning.

Sample scrapbook page for reference:



<http://lindasflipside.blogspot.ca/2010/07/cog-august.html>

Assessment of learning

The co-constructed criteria can be used as a checklist by the teacher to determine who has "Met" and "Not Yet Met" the expectations or by the

- Students turn in their scrapbook pages and a class book is assembled.

students to reflect on the product or to provide feedback to peers.

By providing students with descriptive feedback directly linked to the success criteria co-constructed with the class, students are likely to be more successful in subsequent assessments and evaluations.

Consolidation

- Providing opportunities for consolidation and reflection
- Helping students demonstrate what they have learned

Components of Consolidation:

- discussion of student work
- teaching emphasis
- highlights and summary (What did you learn?) Teacher records students' thinking on chart and this is the beginning of co-constructing success criteria
- independent or further guided practice

Whole Class Discussion

- Using a the *Think-Pair-Share Strategy*, the teacher invites the students to participate in a whole class discussion.
- Guiding questions for discussion:
 - How do the stories compare to song lyrics we looked at earlier? What are the similarities or difference?*
 - Can any text connections be made between **Four Feet Two Sandals** and the immigrant stories?*
 - What financial decisions needed to be made by the new immigrants to Canada, about whom we have read?*
 - What are some of the important 'needs' that should be addressed when a new immigrant to Canada arrives within a community?*
 - How could we help support their transition into our community?*

Extension:

- Students could create a *Welcome to Canada* video for new immigrants into their community.
- Students could research their own families migration to Canada and create a scrapbook page to represent their own or a relative's journey.